

THE ESL EXCELLENCE INSTITUTE

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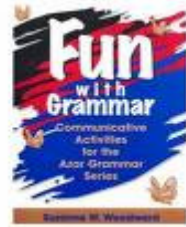


**Professor Snyder, MSED TESOL
NYS Licensed Education Administrator**

TEACHERS EDITION



THE APRIL ESL READING/WRITING READY MADE PACKET!



HIGH INTERMEDIATE LEVEL ESL INSTRUCTION

- **Improve Reading Comprehension and Critical Thinking Skills: Mahatma Gandhi Reading**
- **Cross Cultural Development: April Holidays**
- **Grammar Development: Capitalization**
- **Expand Speaking Skills**
- **Vocabulary Upgrade: Analogies, Abbreviations and Words in Context**

NAME _____
MS. SNYDER, MSED TESOL

DATE _____

LESSON 7

MAHATMA GANDHI: THE PEACEFUL WAY

ANSWER SHEET

CRITICAL READING SERIES: HEROES 21 STORIES OF COURAGE AND HONOR WITH EXERCISES FOR DEVELOPING CRITICAL READING SKILLS. FILL IN THIS FORM WITH THE ANSWERS FROM THE READING QUESTIONS. READ THE INSTRUCTIONS BELOW.

FINDING THE MAIN IDEA: WRITE M, B, OR N.

1. _____
2. _____
3. _____

RECALLING FACTS: WRITE THE CORRECT LETTER

1. _____
2. _____
3. _____
4. _____
5. _____

MAKING INFERENCES: WRITE C OR F.

1. _____
2. _____
3. _____
4. _____
5. _____

USING WORDS PRECISELY: WRITE C OR O, OR N FOR NOTHING.

1. _____
2. _____
3. _____
4. _____
5. _____

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CRITICAL READING SCORE: FOLLOW THE DIRECTIONS ON PAGE 67 TO FILL IN THE BELOW.

FINDING THE MAIN IDEA _____

RECALLING FACTS _____

MAKING INFERENCES _____

USING WORDS PRECISELY _____

CRITICAL READING COMPREHENSION SCORE _____

AUTHOR'S APPROACH: WRITE THE LETTER

1. _____ 2. _____ 3. _____ 4. _____

1. SUMMARIZING AND PARAPHRASING:

2. _____

3. _____

CRITICAL THINKING

1. _____ 2. _____ 3. _____ 4. _____

WRITING: PERSONAL RESPONSE:

*******10 POINT BONUS:** WHAT DOES THE PEACEFUL WAY MEAN? GIVE TWO
SYNONYMS FOR THE PEACEFUL WAY.

KEEP READING AND STUDYING HARD!!!!

TIME YOUR READING TODAY!

GET A WATCH OR CLOCK. WRITE DOWN:

YOUR BEGINNING READING TIME: _____

YOUR ENDING READING TIME: _____

**USE THE NEXT PAGE TO FIND THE WORDS PER
MINUTE: _____**

**COMPARE THE WORDS PER MINUTE AND THE COMPREHENSION
SCORE. TAKE A READING CLASS AND WATCH YOUR TIME AND
COMPREHENSION SCORE IMPROVE!**

MAHATMA GANDHI
UNIT 7

Words-per-Minute Table

Unit One

Directions: If you were timed while reading an article, refer to the Reading Time you recorded in the box at the end of the article. Use this words-per-minute table to determine your reading speed for that article. Then plot your reading speed on the graph on page 72.

Reading Time	Sample	1	2	3	4	5	6	7	8
No. of Words	860	1104	1006	1254	1334	1532	1473	974	
1:30	573	736	671	836	889	1021	982	649	90
1:40	516	662	604	752	800	919	884	584	100
1:50	469	602	549	684	728	836	803	531	110
2:00	430	552	503	627	667	766	737	487	120
2:10	397	510	464	579	616	707	680	450	130
2:20	369	473	431	537	572	657	631	417	140
2:30	344	442	402	502	534	613	589	390	150
2:40	323	414	377	470	500	575	552	365	160
2:50	304	390	355	443	471	541	520	344	170
3:00	287	368	335	418	445	511	491	325	180
3:10	272	349	318	396	421	484	465	308	190
3:20	258	331	302	376	400	460	442	292	200
3:30	246	315	287	358	381	438	421	278	210
3:40	235	301	274	342	364	418	402	266	220
3:50	224	288	262	327	348	400	384	254	230
4:00	215	276	252	314	334	383	368	244	240
4:10	206	265	241	301	320	368	354	234	250
4:20	198	255	232	289	308	354	340	225	260
4:30	191	245	224	279	296	340	327	216	270
4:40	184	237	216	269	286	328	316	209	280
4:50	178	228	208	259	276	317	305	202	290
5:00	172	221	201	251	267	306	295	195	300
5:10	166	214	195	243	258	297	285	189	310
5:20	161	207	189	235	250	287	276	183	320
5:30	156	201	183	228	243	279	268	177	330
5:40	152	195	178	221	235	270	260	172	340
5:50	147	189	172	215	229	263	253	167	350
6:00	143	184	168	209	222	255	246	162	360
6:10	139	179	163	203	216	248	239	158	370
6:20	136	174	159	198	211	242	233	154	380
6:30	132	170	155	193	205	236	227	150	390
6:40	129	166	151	188	200	230	221	146	400
6:50	126	162	147	184	195	224	216	143	410
7:00	123	158	144	179	191	219	210	139	420
7:10	120	154	140	175	186	214	206	136	430
7:20	117	151	137	171	182	209	201	133	440
7:30	115	147	134	167	178	204	196	130	450
7:40	112	144	131	164	174	200	192	127	460
7:50	110	141	128	160	170	196	188	124	470
8:00	108	138	126	157	167	192	184	122	480

GREAT TRUE STORY!

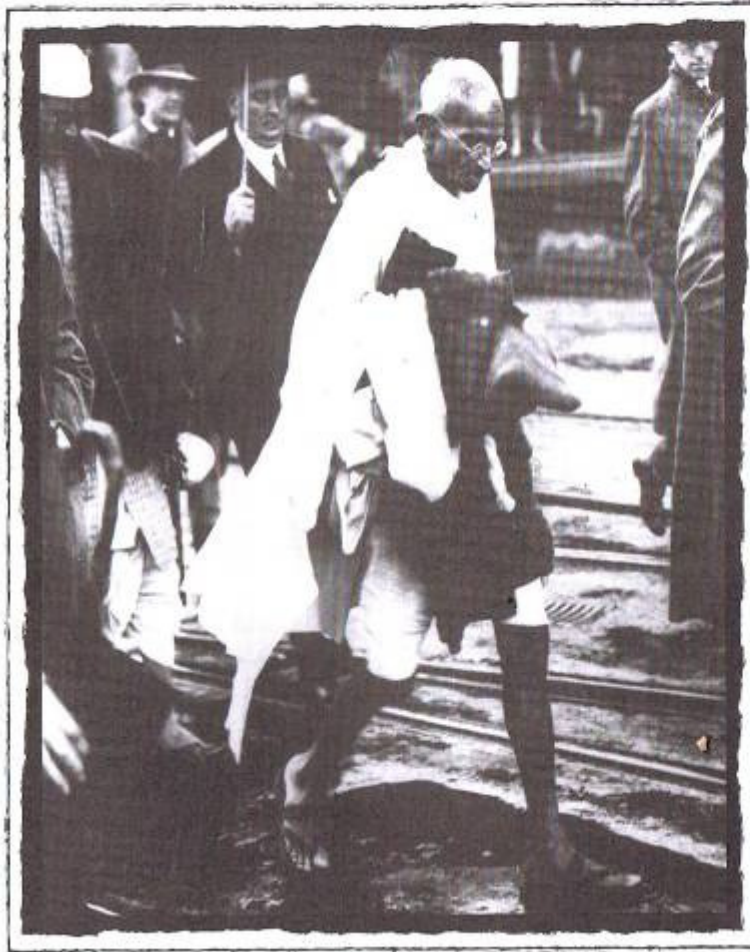
P. 62

ENLARGE THE PDF

LESSON 7

MAHATMA GANDHI

The Peaceful Way



To most people, salt is just something to sprinkle on popcorn. But to the people of India, salt is something special. It is a symbol of their struggle for independence from Britain. It is a symbol of the Salt March of 1930, which was a turning point in that struggle. And it is a symbol of Mahatma Gandhi, the man who led the Salt March.

² Gandhi believed that India should be a free country. He did not like seeing his people ruled by foreigners. The Salt March was his way of protesting one aspect of British rule. The British had passed a law making it illegal for the people of India to collect their own salt. Everyone was required to buy salt from the British. In early 1930, Gandhi believed it was time to break that law. He decided to walk to the sea to gather his own salt "from the ocean created by God."

³ It was not the first time that Gandhi had decided to break the law. He had been leading protests against British rule for years. Many of the protests had been illegal, and Gandhi had often been jailed. But he didn't mind. He believed that if a

Mahatma Gandhi led nonviolent protests against British rule to help India win its independence from the British Empire in 1947.

law was morally wrong it was his duty to break it. That was part of his philosophy, which he called Satyagraha (suh-TYAH-gruh-huh). The philosophy called for the use of moral force to change the wrongs of society. A person who used Satyagraha did not hate his enemies. He did not ever use violence against them. But neither did he give in. According to Satyagraha, a person should act in a way that was morally right and sooner or later the forces of right would win out. A person practicing Satyagraha would not follow ways that he or she believed to be wrong.

⁴ In March of 1930, Gandhi wrote to the British viceroy, or governor, stating his intention to lead a salt march. The viceroy did not reply. So on March 12, Gandhi and 75 followers set out on the march. Gandhi was 61 years old. On the march, Gandhi wore only a simple loincloth. In his right hand he carried a thick bamboo staff to lean on as he walked. Day after day, the hot sun beat down on him and his followers. Still they kept walking, averaging 10 miles a day. As they walked, they were joined by hundreds of other Indians. Every step of the way, people poured out of their huts to greet Gandhi and join in the march. The revered leader stopped frequently to speak to the people. He reminded them of their duty to love

one another and to resist the British through nonviolent means. Gandhi told his followers, "I would rather die a dog's death and have my bones licked by dogs than that I should return home a broken man."

⁵ Throughout the march, Gandhi watched for the arrival of the viceroy's soldiers. He fully expected to be arrested. He had even named a substitute to take over leadership of the march after his arrest. But days passed and no soldiers showed up. The viceroy had decided not to make an arrest, because he thought the march would simply peter out and die. He was wrong.

⁶ The Salt March soon became world news. People from many different countries followed Gandhi's every move. They marveled at the thin old man who was capturing the love and admiration of the Indian people. Every day, Gandhi was offered a ride in a cart. But he always refused. He insisted on walking all the way. He knew the world was watching and waiting.

⁷ Finally, on April 5, Gandhi reached the coast. By that time almost 10,000 people were marching with him. Gandhi was feeling weak. He had walked 241 miles. The trip had tired him. But he was also very happy, and when a reporter asked

him what he wanted from the march, he said, "I want world sympathy in this battle of Right against Might."

⁸ All that night Gandhi and his followers prayed by the water's edge. Early the next morning, Gandhi held a religious ceremony and bathed briefly in the sea to



Gandhi with his wife Kasturba on their return to India, 1915.

purify himself. Then, at 8:30 A.M., he stopped by the water's edge to pick up a handful of salt. Thousands of Indians shouted their joy. For the first time in their lives, all the people who had marched with Gandhi felt truly free.

⁹ After picking up the salt, Gandhi was sure he would be arrested immediately. But he was not. It was another three weeks before the British put him in jail. In the meantime, the news of his defiance spread all across India. The word *salt* was on everyone's lips. Almost overnight, it came to mean independence for India. The people were in an uproar. Many of them followed Gandhi's example by going down to the sea and gathering salt for themselves. They also began burning British cloth in the streets and holding public demonstrations against Britain.

¹⁰ On April 27, Gandhi was finally arrested for his role in the Salt March. As he was taken to jail, he calmly began singing his favorite hymn. He was not upset or worried. His faith in Satyagraha remained unshaken. He was certain that sooner or later Britain would have to give up its unjust position as ruler of India.

¹¹ In the end, Britain did grant India the right of self-government. But that did not happen quickly. India's fight for independence had only begun with the Salt March. It took another 17 years for the country to win its freedom. During those 17 years, Gandhi was arrested again and again. Some of his followers were beaten and even killed. But Gandhi never abandoned his belief in nonviolent protest. And with Gandhi as their leader, neither did the people of India. ■

If you have been timed while reading this article, enter your reading time below. Then turn to the Words-per-Minute Table on page 71 and look up your reading speed (words per minute). Enter your reading speed on the graph on page 72.

Reading Time: Lesson 7

Minutes Seconds

A Finding the Main Idea

One statement below expresses the main idea of the article. One statement is too general, or too broad. The other statement explains only part of the article; it is too narrow. Label the statements using the following key:

M—Main Idea B—Too Broad N—Too Narrow

- _____ 1. Mahatma Gandhi was a much-loved and respected moral leader of the Indian people.
- _____ 2. Gandhi led the people of India in a nonviolent struggle for independence, beginning with a march to the sea to collect salt, in defiance of British law.
- _____ 3. In 1930, Mahatma Gandhi led thousands of Indian people on an illegal march to the sea to collect salt.

_____ Score 15 points for a correct M answer.
 _____ Score 5 points for each correct B or N answer.
 _____ Total Score: Finding the Main Idea

B Recalling Facts

How well do you remember the facts in the article? Put an X in the box next to the answer that correctly completes each statement about the article.

1. Under British rule, it was illegal for Indians to
 - ☐ a. gather salt.
 - ☐ b. buy salt.
 - ☐ c. use salt.
2. A person living according to the philosophy of Satyagraha uses
 - ☒ a. physical force.
 - ☐ b. illegal force.
 - ☐ c. moral force.
3. Immediately after receiving Gandhi's letter in March of 1930, the viceroy
 - ☐ a. called out his troops.
 - ☐ b. put Gandhi in jail.
 - ☐ c. did nothing.
4. The first thing Gandhi did when he reached the coast was
 - ☐ a. pray with his followers.
 - ☐ b. pick up a handful of salt.
 - ☐ c. bathe briefly in the sea to purify himself.
5. Three weeks after the Salt March,
 - ☒ a. India was granted independence.
 - ☐ b. Gandhi was arrested.
 - ☐ c. the people of India revolted against the British.

Score 5 points for each correct answer.

_____ Total Score: Recalling Facts

C Making Inferences

When you combine your own experience and information from a text to draw a conclusion that is not directly stated in that text, you are making an inference. Below are five statements that may or may not be inferences based on information in the article. Label the statements using the following key:

C—Correct Inference F—Faulty Inference

- _____ 1. The British did not view Satyagraha the way that Gandhi did.
- _____ 2. The people of India needed salt more than the people of other countries did.
- _____ 3. Gandhi felt it was important to the cause that he personally walk all the way to the sea.
- _____ 4. Gandhi was pleased when the reports of his Salt March appeared in newspapers around the world.
- _____ 5. The salt law was not the only British law that upset Gandhi and the Indian people.

Score 5 points for each correct answer.

_____ Total Score: Making Inferences

D Using Words Precisely

Each numbered sentence below contains an underlined word or phrase from the article. Following the sentence are three definitions. One definition is closest to the meaning of the underlined word. One definition is opposite or nearly opposite. Label those two definitions using the following key. Do not label the remaining definition.

C—Closest O—Opposite or Nearly Opposite

1. The viceroy had decided not to make an arrest, because he thought that the march would simply peter out.
 - _____ a. gather strength
 - _____ b. slowly die out
 - _____ c. change direction
2. They marveled at the thin old man who was capturing the love and admiration of the Indian people.
 - _____ a. were filled with wonder by
 - _____ b. were bored by
 - _____ c. were angry with
3. But he was also very happy, and when a reporter asked him what he wanted from the march, he said, "I want world sympathy in this battle of Right against Might."
 - _____ a. peace
 - _____ b. opposition
 - _____ c. support

4. In the meantime, the news of his defiance spread all across India

- _____ a. open rebellion
 _____ b. obedience
 _____ c. nonviolence

5. His faith in Satyagraha remained unshaken.

- _____ a. weak
 _____ b. confused
 _____ c. firm

- _____ Score 3 points for each correct C answer.
 _____ Score 2 points for each correct O answer.
 _____ Total Score: Using Words Precisely

Enter the four total scores in the spaces below, and add them together to find your Reading Comprehension Score. Then record your score on the graph on page 73.

Score	Question Type	Lesson 7
_____	Finding the Main Idea	
_____	Recalling Facts	
_____	Making Inferences	
_____	Using Words Precisely	
_____	Reading Comprehension Score	

Author's Approach

Put an X in the box next to the correct answer.

1. What is the author's purpose in writing "Mahatma Gandhi: The Peaceful Way"?

- ☐ a. To express an opinion about the British rulers of India
☐ b. To inform the reader about Gandhi's nonviolent struggle for India's independence
☐ c. To convey a mood about the Salt March

2. Which of the following statements from the article best describes Mahatma Gandhi?

- ☐ a. "Gandhi was 61 years old."
☐ b. "He had been leading protests against British rule for years."
☐ c. "But Gandhi never abandoned his belief in nonviolent protest."

3. In this article, "I want world sympathy in this battle of Right against Might" means Gandhi wanted

- ☐ a. people to feel sorry for him and for the Indian people.
☐ b. to gain world-wide support for the Salt March.
☐ c. to gain world-wide support for the cause of Indian independence.

3. Choose the statement below that best describes the author's position in paragraph 5.

- ☐ a. Gandhi was a beloved leader whose conviction inspired others.
☐ b. Gandhi needed the help of his followers to continue his march.
☐ c. Gandhi hated the British and hoped that they would test his determination.

_____ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 74.

Summarizing and Paraphrasing

Put an X in the box next to the correct answer for question 3. Follow the directions provided for the other questions.

1. Look for the important ideas and events in paragraphs 9 and 10. Summarize those paragraphs in one or two sentences.

2. Complete the following one-sentence summary of the article using the lettered phrases from the phrase bank below. Write the letters on the lines.

Phrase Bank:

- a. Gandhi's philosophy
- b. Gandhi's continuing fight for India's independence
- c. the events of the Salt March

The article about Mahatma Gandhi begins with _____, goes on to explain _____, and ends with _____.

3. Read the following statement about the article. Then read the paraphrase of that statement. Choose the reason that best tells why the paraphrase does not say the same thing as the statement.

Statement: Gandhi believed that opposing unjust laws was morally right.

Paraphrase: According to Gandhi, the Indian people were justified in collecting their own salt because the law forbidding this practice was unfair.

- ☐ a. Paraphrase says too much.
- ☐ b. Paraphrase doesn't say enough.
- ☐ c. Paraphrase doesn't agree with the statement about the article.

_____ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 74.

Critical Thinking

Put an X in the box next to the correct answer for questions 1 and 3. Follow the directions provided for the other questions.

1. From the article, you can predict that if a British soldier beat Mahatma Gandhi,
- ☐ a. Gandhi's followers would physically attack the soldier.
 - ☐ b. Gandhi would not try to hurt the soldier.
 - ☐ c. Gandhi would defend himself by striking back.

2. Think about cause-effect relationships in the article. Fill in the blanks in the cause-effect chart, drawing from the letters below.

Cause	Effect
_____	Gandhi led the Salt March.

Gandhi gathered some salt.

Gandhi continued to break British laws.

- a. Gandhi was arrested again and again.
- b. The British made it illegal for the Indian people to collect their own salt.
- c. Many of the Indian people began to protest British rule.
3. Of the following theme categories, which would this article fit into?
- ☐ a. love conquers all
- ☐ b. good triumphs over evil
- ☐ c. right makes might
4. Which paragraphs from the article provide evidence that supports your answer to question 2?
- _____

_____ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 74.

Personal Response

Why do you think Mahatma Gandhi insisted on walking all the way to the sea during the Salt March?

Self-Assessment

One good question about this article that was not asked would be

and the answer is

Name _____

8-1

APRIL FOOL'S DAY

Directions: Fill in the blanks with words from the envelope.

April Fool's Day is the (1) _____ day of (2) _____.
On this day, it is (3) _____ to play practical (4) _____
on people. This custom is so old that the (5) _____ has been
(6) _____. Some people think the (7) _____ began in
(8) _____ after their king, Charles IX, adopted the reformed
(9) _____ which (10) _____ the date of New Year's Day
to January 1.

Up to that (11) _____ it had been (12) _____ on
April 1. Some people refused to break with (13) _____ and
(14) _____ to celebrate New Year's Day on April 1. These people were
called April (15) _____.



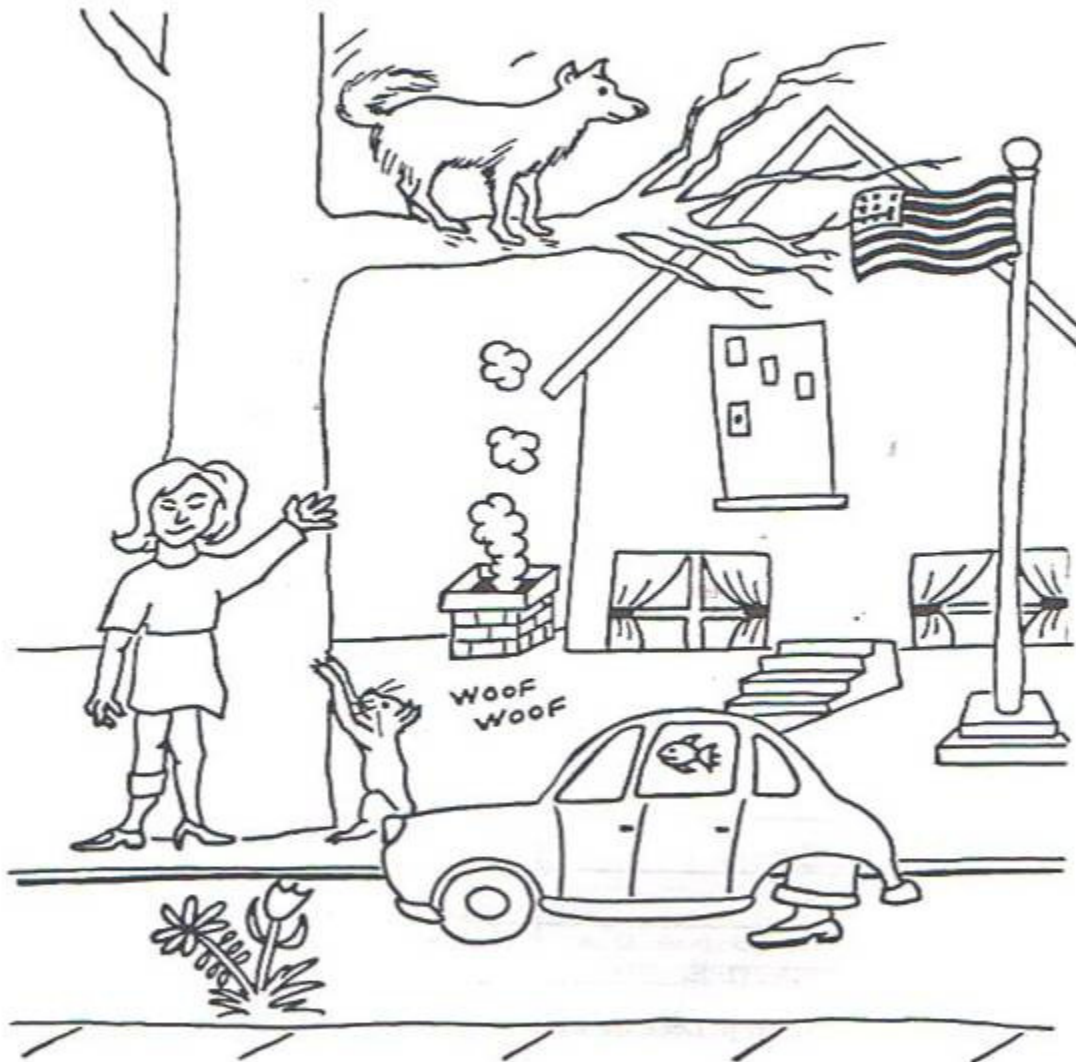
FIND THE

13

ERRORS

Name _____ Date _____

WHAT'S WRONG WITH THIS PICTURE?



158

APRIL FOOLS! THERE ARE 13 ERRORS. FIND THEM!

Name _____

8-2

ARBOR DAY

Directions: Fill in the blanks with words from the tree.

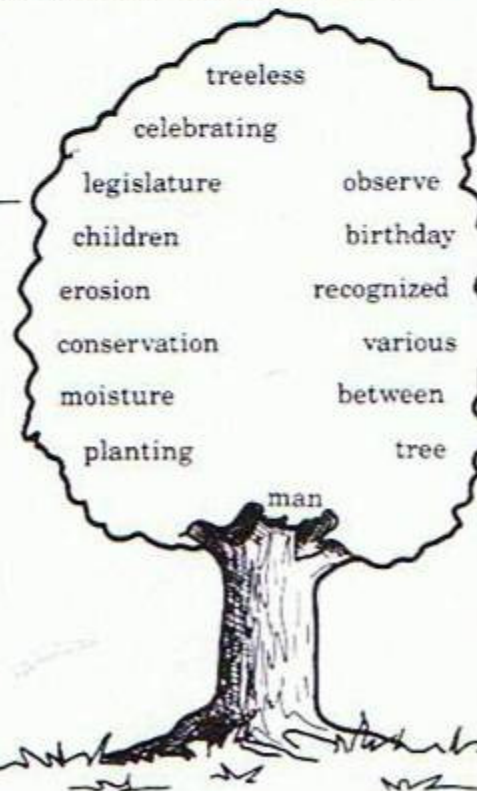
In Latin the word "arbor" means "tree." Arbor Day is a day set aside for

- (1) _____ trees. It is especially observed by school
(2) _____, Boy Scouts, Girl Scouts, and civic and
(3) _____ groups.

The (4) _____ who proposed Arbor Day was Julius Sterling Morton. He lived on the (5) _____ plains of Nebraska where (6) _____ was a problem. He realized that trees would enrich the soil, conserve (7) _____, and beautify the state. He persuaded the Nebraska (8) _____ to proclaim the first Arbor Day in 1872. Nebraska celebrates Arbor Day on April 22, his

(9) _____.

Other states (10) _____ the value of
(11) _____ planting and began (12) _____
Arbor Day at (13) _____ times
depending on the climate. Most Northern states
(14) _____ Arbor Day in April
or May. The Southern states observe
Arbor Day (15) _____ December
and March.



Name _____

8-24

EASTER

Directions: Fill in the blanks with words from the egg.

Christians (1) _____ the resurrection of Christ on Easter Sunday. Many churches hold Easter (2) _____ services. Churches are decorated with (3) _____ lilies and are filled with people (4) _____ new Easter outfits. The choir and congregation join in (5) _____ special hymns of joy.

For many children, the excitement of receiving an Easter (6) _____ filled with goodies and hunting for eggs (7) _____ by the Easter rabbit is topped only by the excitement of receiving gifts from (8) _____ at Christmas. Did you ever wonder why the Easter (9) _____ brings the eggs instead of the Easter chicken? After all, (10) _____, not rabbits, lay eggs.

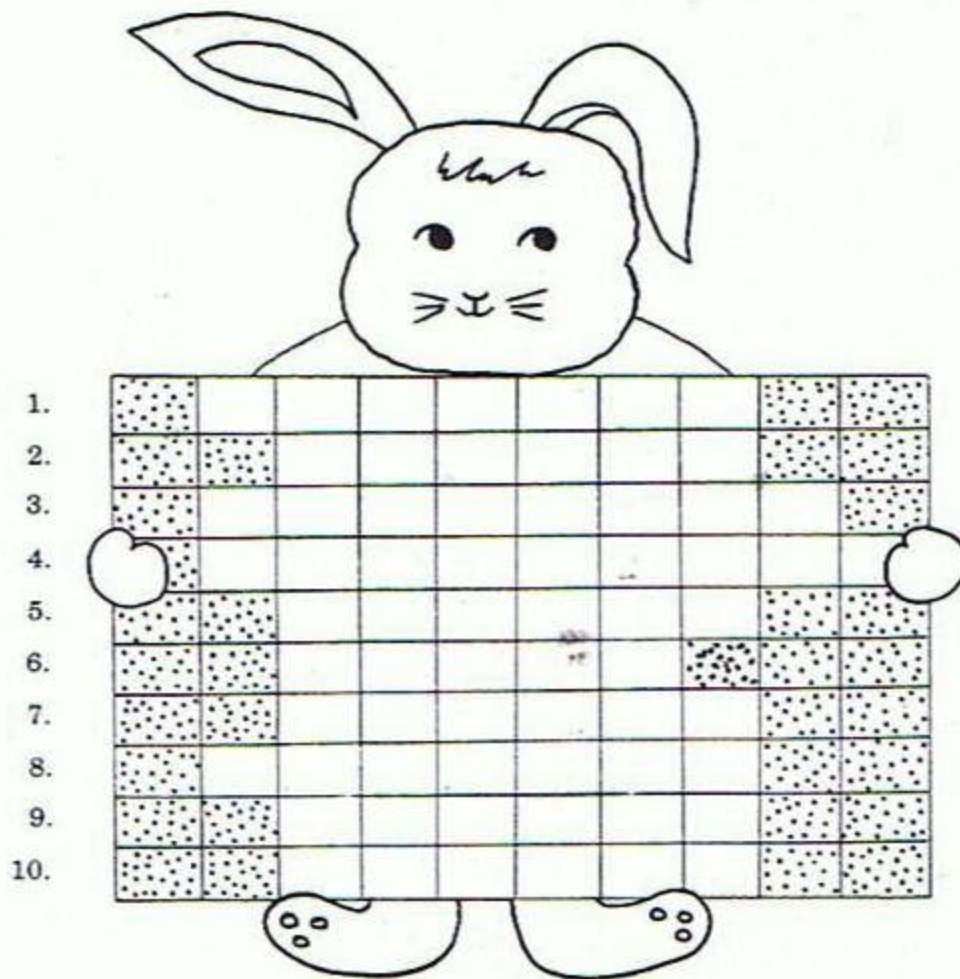
Since eggs represent new life, Christians adopted eggs as an Easter (11) _____ because Easter also represents new life. The date of Easter is (12) _____ by the moon. The hare is a symbol of the (13) _____. Because of this relationship, the hare came to represent (14) _____. Hares and rabbits are (15) _____ related. In America, we (16) _____ the rabbit instead of the hare for our Easter symbol.



Name _____

WORD SCRAMBLE

Directions: Unscramble each word and write it in the correct place.



1. foeslwr
2. nnierd
3. shunsien
4. inhaespp
5. ruhche

6. irAlp
7. yadunS
8. iaygpln
9. oaenss
10. ketbsa

11-10 CAPITALIZATION

CAPITALIZE		
1. The first word of a sentence	(a) We saw a movie last night. It was very good.	<i>Capitalize</i> = use a big letter, not a small letter.
2. The names of people	(b) I met George Adams yesterday.	
3. Titles used with the names of people	(c) I saw Doctor (Dr.) Smith. Do you know Professor (Prof.) Alston?	COMPARE I saw a doctor. I saw Doctor Wilson.
4. Months, days, holidays	(d) I was born in April. Bob arrived last Monday. It snowed on Thanksgiving Day.	NOTE: Seasons are not capitalized: <i>spring, summer, fall/autumn, winter</i>
5. The names of places: city state/province country continent ocean lake river desert mountain school business street building park, zoo	(e) He lives in Chicago. She was born in California. They are from Mexico. Tibet is in Asia. They crossed the Atlantic Ocean. Chicago is on Lake Michigan. The Nile River flows north. The Sahara Desert is in Africa. We visited the Rocky Mountains. I go to the University of Florida. I work for the General Electric Company. He lives on Grand Avenue. We have class in Ritter Hall. I went jogging in Forest Park.	COMPARE She lives in a city. She lives in New York City. COMPARE They crossed a river. They crossed the Yellow River. COMPARE I go to a university. I go to the University of Texas. COMPARE We went to a park. We went to Central Park.
6. The names of courses	(f) I'm taking Chemistry 101 this term.	COMPARE I'm reading a book about psychology. I'm taking Psychology 101 this term.
7. The titles of books, articles, movies	(g) <i>Gone with the Wind</i> <i>The Old Man and the Sea</i>	Capitalize the first word of a title. Capitalize all other words except articles (<i>the, a/an</i>), coordinating conjunctions (<i>and, but, or</i>), and short prepositions (<i>with, in, at, etc.</i>).
8. The names of languages and nationalities	(h) She speaks Spanish. We discussed Japanese customs.	Words that refer to the names of nations, nationalities, and languages are always capitalized.
9. The names of religions	(i) Buddhism, Christianity, Hinduism, Islam, and Judaism are major religions in the world. Talal is a Moslem.	Words that refer to the names of religions are always capitalized.
10. The pronoun "I"	(j) Yesterday I fell off my bicycle.	The pronoun "I" is always capitalized.

□ EXERCISE 27. Capitalization. (Chart 11-10)

Directions: Add capital letters where necessary.

1. We're going to have a test next ^Tuesday.
2. Do you know richard smith? he is a professor at this university.
3. I know that professor smith teaches at the university of arizona.
4. The nile river flows into the mediterranean sea.
5. John is a catholic. ali is a moslem.
6. Anna speaks french. she studied in france for two years.
7. I'm taking a history course this semester.
8. I'm taking modern european history 101 this semester.
9. We went to vancouver, british columbia, for our vacation last summer.
10. Venezuela is a spanish-speaking country.
11. Canada is in north america.*
12. Canada is north of the united states.
13. The sun rises in the east.
14. The mississippi river flows south.
15. The amazon is a river in south america.
16. We went to a zoo. We went to brookfield zoo in chicago.
17. The title of this book is fundamentals of english grammar.
18. I enjoy studying english grammar.
19. On valentine's day (february 14), sweethearts give each other presents.
20. I read a book entitled *the cat and the mouse in my aunt's house*.

*When *north*, *south*, *east*, and *west* refer to the direction on a compass, they are not capitalized:
Japan is east of China.

When they are part of a geographical name, they are capitalized: *Japan is in the Far East.*

□ EXERCISE 28. Capitalization. (Chart 11-10)

Directions: Capitalize as necessary.

(1) Jane ^Goodall is a famous scientist. She became famous for her studies of chimpanzees in tanzania.

(2) Even though she was born in the heart of london, england, as a child she was always fascinated by animals of all sorts. Her favorite books were *the jungle book*, by rudyard kipling, and books about tarzan, a fictional character who was raised by apes.

(3) Her dream from childhood was to go to africa. After high school, she worked as a secretary and a waitress to earn enough money to go there. During that time, she took evening courses in journalism and english literature. One of her favorite poets was t. s. eliot. She saved every penny. She put her wages under the carpet in her mother's living room until she had enough money for passage to africa.

(4) In the spring of 1957, she sailed through the red sea and southward down the african coast to mombasa in kenya. Her uncle had arranged a job for her in nairobi with a british company. When she was there, she met louis leakey, a famous anthropologist. Under his guidance she began her lifelong study of chimpanzees on the eastern shore of lake tanganyika.

(5) Jane goodall lived alone in a tent near the lake. Through months and years of patience, she won the trust of the chimps and was able to observe them at close hand. Her observations changed forever how we view chimpanzees—and all other animals we share the world with as well.

(6) As a young woman, jane couldn't afford to go to a university. She never received an undergraduate degree, but later in her life she received a Ph.D. from cambridge university and became a professor at stanford university. She has written several books. One of them is *my friends, the wild chimpanzees*. She works tirelessly on behalf of endangered species and in support of the humane treatment of animals in captivity.

□ EXERCISE 29. Error analysis. (Chapter 11)

Directions: Correct the mistakes.

1. Lions are wild animal^s.
2. There are a lot of informations in that book.
3. The oil is a natural resource.
4. I was late because there were too many traffics.
5. I drank two waters.
6. Our teacher gives us too many homeworks.
7. Nadia knows a lot of vocabularies.
8. I had a egg for breakfast.
9. There is many kind of trees in the world.
10. I'm studying the english.
11. My cousin living in United State.
12. Only twelve student were in class yesterday.
13. I need some advices.
14. We all have a few problem in the life.
15. There were no job, and people didn't have much moneys.
16. I don't know anything about farm animals except for chicken.
17. When I am a children, my family had a big farm with the Horses.
18. I live with two friend. One is from the chile, and the other is from the Saudi Arabia.
19. I think the english is difficult language.
20. When people use a lot of slangs, I can't understand them.

◇ PRACTICE 25. Capitalization. (Chart 11-10)

Directions: Add capital letters where necessary.

1. I'm taking ^Bb~~b~~iology 101 this semester.
2. I'm taking history, biology, english, and calculus this semester.
3. Some lab classes meet on saturday.
4. Marta lives on a busy street. Marta lives at 2358 olive street.
5. We went to canada last summer. we went to montreal in july.
6. My roommate likes vietnamese food, and i like thai food.
7. The religion of saudi arabia is islam.
8. Shelia works for the xerox corporation. it is a very large corporation.
9. Pedro is from latin america.
10. My uncle lives in st. louis. I'm going to visit uncle bill next spring.
11. We went to a park. we went to waterfall park.
12. Are you going to the upiversity of oregon or oregon state university?
13. Alice goes to a university in oregon.
14. The next assignment in literature class is to read *the adventures of tom sawyer*.
15. Many countries have holidays to celebrate the date they became independent. In france, they call it "bastille day."

◇ PRACTICE 26. Capitalization. (Chart 11-10)

Directions: Add capital letters where necessary.

1. Do you know ^Rr~~r~~obert ^Jj~~j~~ones?
2. Do you know my uncle? (*no change*)
3. I like uncle joe and aunt sara.
4. I'd like you to meet my aunt.
5. susan w. miller is a professor.
6. I am in prof. miller's class.
7. The weather is cold in january.
8. The weather is cold in winter.
9. I have three classes on monday.

10. I would like to visit los angeles.
11. It's the largest city in california.
12. I like to visit large cities in foreign countries.
13. There are fifty states in the united states of america.
14. It used to take weeks or months to cross an ocean.
15. Today we can fly across the atlantic ocean in hours.
16. Mark lives on a busy street near the local high school.
17. Mark lives on market street near washington high school.
18. Our family stayed at a very comfortable hotel.
19. Our family stayed at the hilton hotel in bangkok.
20. Yoko is japanese, but she can also speak german.

◇ PRACTICE 27. Error analysis. (Chapter 11)

Directions: Correct the errors.

1. The mail carrier brought ^{letter} only one ~~mail~~ today.
2. Mr. Dale gave his class long history assignment for the weekend.
3. Tariq speaks several language, including Arabic and Spanish.
4. Dr. kim gives all her patients toothbrush and toothpaste at their dental appointments.
5. I usually have glass water with my lunch.
6. A helpful policeman gave us an information about the city.
7. This cookie recipe calls for two cup of nut.
8. Much vegetable are believed to have cancer-fighting ingredients.
9. Only applicants with the necessary experiences should apply for the computer position.
10. When Vicki likes a movie, she sees it several time.
11. A popular children's story is *Snow White And The Seven Dwarfs*.
12. Is it possible to stop all violences in the world?

APPENDIX: GRAMMAR SUMMARY

Proper and Common Nouns

Nouns refer to people, places, things, or ideas. Nouns that are the names of specific people, places, or things are called *proper nouns*. Proper nouns are always capitalized.

Types of proper nouns	Examples of proper nouns
Names of people, including their titles	<i>George, Ms. Jones, Dr. Einstein</i>
Names of months, holidays, and days of the week	<i>December, Independence Day, Tuesday</i>
Names of places and geographical features	<i>New York City, Thailand, Maple Street, Andes Mountains</i>
Names of buildings and monuments	<i>Empire State Building, Eiffel Tower</i>
Names of businesses and institutions	<i>Microsoft Corporation, London School of Economics, United Nations</i>
Names of languages and nationalities	<i>Chinese, French, Mexican, Brazilian</i>
Names of religions	<i>Buddhism, Christianity, Islam</i>
Titles of courses*	<i>Intermediate English, Introduction to Biology</i>
Titles of movies, TV programs, and publications*	<i>The Matrix, Grammar to Go, Newsweek</i>

*In titles, don't capitalize a small word, such as *of* or *the*, unless it is the first word of the title.

Don't confuse common nouns with proper nouns. Proper nouns are specific names; common nouns are not specific names, but are more general terms.

Proper nouns	Common nouns
This car belongs to <i>Dr. Johnson</i> .	You should visit the <i>doctor</i> when you are sick.
The <i>Mississippi River</i> is very long.	I like to go swimming in the <i>river</i> .
We plan to visit the <i>Washington Monument</i> .	It is a famous <i>monument</i> .
I graduated from <i>Central High School</i> .	It is a very big <i>school</i> .
Sarah is taking <i>Advanced Mathematics</i> this semester.	She is very interested in <i>mathematics</i> .

PART 5 Mechanics

33 Capital Letters

Edit the following items for capitalization errors. There are sixty-nine errors.
(For help, see pages 224–229 of the Handbook.)

1. karen andres is the Student Advisor at the english language institute.

2. dear ms. andres:

last friday I dropped off my Résumé, but unfortunately it contained an error.

here is a corrected copy. could you please remove the old one from my file and

replace it with this one? thank you.

yours truly,

Lorena Cardozo

3. See Lorena Cardozo's résumé on page 118.

Résumé

Lorena Cardozo
401 second avenue
hollywood, california 90049

Desired Position: Teaching intern, oak elementary school

Education: university of california, riverside: ma, Education,¹
2004 (expected)
california state university, northridge: ba, spanish, 2002

Teaching Experience: Teaching assistant, psychology 101, fall semester 2003
spanish language tutor, 1998 to present

Other Experience: Intern at *los angeles times* newspaper, summer 2001
Volunteer at Daycare Center, kraft corp., 1999
Camp counselor, roxbury park, summer 1996–1998

Additional Skills: Languages: spanish, french (fluent), arabic (beginner)
Music: I play the Guitar and sing

Travel: north america, western europe, and the middle east

Interests: renaissance art and music; folk dancing; ethnic cooking

References: Available from
university career center
california state university, northridge
18233 norton avenue
northridge, ca 91330

¹It is acceptable in a résumé to capitalize names of university majors.

QUIZ 18 Capitalization (Chart 11-10)

Directions: Add capital letters where necessary.

1. Theresa can't decide whether to study japanese or chinese.
2. where are you going for the summer break?
3. the alps are in switzerland, austria, and france.
4. We're reading shakespeare's romeo and juliet for our literature class.
5. the directions say to turn on fifth street, but this is park avenue.
6. i.b.m. is a company, and its initials stand for international business machines.
7. the mississippi river flows into the gulf of mexico.
8. i was supposed to be born in april, but i was a month late, so my birthday is in may.
9. which instructor do you prefer: dr. costa or professor pierce?
10. my friend william lincoln is a descendant of abraham lincoln.

CONVERSATION SKILLS, DISCUSS THE PICTURE!

Picture It

Language Objective
Answer questions from a picture prompt.



Discuss the three men in the photograph with several classmates. Share your answers to the questions. Then write a paragraph about the picture in your notebook. Include your ideas about the five questions.

1. When do you think this photo was taken?
2. Who are these people?
3. Where are they?
4. What happened?
5. What is going to happen next?

SKILL OBJECTIVES: Discussing and interpreting a photograph; writing a descriptive paragraph. Allow ample discussion of the people in the photograph. Encourage differences of opinion. Write important vocabulary on the board as it comes out in the discussion. Then have students write their paragraphs.

VOCABULARY AND GRAMMAR

Vocabulary Review

Complete each sentence with a word from the Data Bank.

1. Spring and fall are my favorite _____.
2. Maria wears beautiful _____.
3. The mechanic _____ our car last Tuesday.
4. A waitress _____ meals in a restaurant.
5. Please put your _____ on this line.
6. In an emergency it's important to stay _____.
7. I _____ go to the library to study.
8. The carpenter _____ have the tools he needs.
9. Pedro _____ weights at the gym every day.
10. Tina invited two hundred fifty people to her _____.
11. Gloria _____ Yale University last year.
12. Did you eat the _____ pizza?
13. Najeeb was feeling _____ after he watched a horror movie.
14. The weather in autumn is usually _____.
15. Let's drive; it's _____ far to walk to the museum.
16. Last winter we _____ on the frozen pond for hours.
17. Larry will work _____ when he graduates.
18. I was so tired that I _____ until 11:30.
19. We were _____ for the bus when the fire started.
20. The U.S. government has three separate _____.

DATA BANK

attended	clothes	full-time	serves	too
branches	doesn't	lifts	signature	waiting
calm	fixed	often	skated	wedding
cool	frightened	seasons	slept	whole

VOCABULARY REVIEW: See annotation on page 112.

Vocabulary Review

Put the words from the Data Bank into the correct boxes.

Occupations 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Feelings 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	How Often Words 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Irregular Verbs 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Geography Words 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Weather Words 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Law and Government 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		Money and Banking 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

DATA BANK

always	court	go	often	sometimes
angry	desert	interest	plain	sunny
break	deposit	jealous	proud	temperature
cashier	disappointed	lawyer	river	take
check	electrician	maid	representative	volcano
cloudy	embarrassed	model	savings account	vote
computer programmer	Fahrenheit	mountain	seldom	withdraw
Constitution	freezing	never	sleep	write

30 Vocabulary review 2



Select the correct answer and write it in the space provided.

1. A person who cannot *hear* is (blind, deaf, sick, busy).
2. A person who can read is (smart, legible, literate, oral).
3. Which one of these words is not spelled correctly: exhausted, Febuary, Wednesday, participle, anecdote?
4. What is the superlative form of the adjective *bad*?
5. What is the superlative form of the adjective *good*?
6. Which of these verbs is in the past tense: see, go, did, take, bring?
7. Which of these auxiliary verbs do we use to form the future tense: do, did, have, will, can?
8. Which of these auxiliary verbs do we use to form the present perfect tense: do, did, will, have, can?
9. What is the corresponding noun form of the adjective *dangerous*?
10. What is the corresponding adjective form of the noun *height*?
11. Which of the following words rhymes with *wrist*: fast, least, this, missed?
12. Which letter in the words *half*, *walk*, and *talk* is silent (not pronounced)?
13. Which of these animals has a very long neck: tiger, wolf, zebra, giraffe?
14. To *call up* someone is to (admire, telephone, visit, study with) him or her.
15. To *call off* something is to (tear, need, cancel, postpone) it.
16. *Once in a while* means (often, seldom, occasionally, just once).
17. Which one of these verbs is an irregular verb: walk, refer, take, want, count?
18. Which one of these verbs is a regular verb: see, bring, know, do, pull?
19. The opposite of *full* is (big, open, narrow, empty).

deaf

Cham

1. They came to class earlier (than, as) we.
2. She asked me where (I lived, did I live).
3. There (was, were) many students absent from class.
4. He is (a, an) athlete.
5. The last lesson was (a, an) easy one.
6. (This, These) books belong to my brother.
7. The boy (run, ran) from the room.
8. Olga was sick yesterday and (can, could) not come to class.
9. Does Ms. Eng (smoke, smokes) very much?
10. Listen! The stereo (plays, is playing).
11. He has lived in that same house (since, for) many years.
12. I (saw, have seen) that movie last week.
13. When I arrived, they (ate, were eating).
14. Penny always (comes, is coming) to school by bus.
15. He sent (her, to her) a beautiful bouquet of flowers.
16. Look! Isn't that Carmen who (crosses, is crossing) the street?
17. It (rained, was raining) hard when I got up this morning.
18. He (works, has worked) for that firm since January.
19. He doesn't know her, and I don't, (also, either).
20. She wants (us to wait, that we wait) for him.
21. We (was, were) all late for the meeting.
22. He says that he has (saw, seen) that movie.

38 Abbreviations

Write the full form of the items which appear below.

1. 6 oz. *six ounces*
2. 1 lb. _____
3. 1 mi. _____
4. 7 a.m. _____
5. 6 p.m. _____
6. .6 _____
7. 1/2 _____
8. 1/4 _____
9. 6% _____
10. #5 _____
11. 68° _____
12. AC _____
13. DC _____
14. etc. _____
15. 1 gal. _____
16. TV _____
17. C.O.D. _____
18. qt. _____
19. pt. _____
20. yd. _____
21. in. _____
22. & _____
23. Inc. _____
24. 2 yrs. _____

25. 4 ft. _____
26. 96th St. _____
27. Ave. _____
28. Blvd. _____
29. Rd. _____
30. Bldg. _____
31. Feb. _____
32. Aug. _____
33. Dec. _____
34. sq. ft. _____
35. 1st _____
36. 3rd _____
37. 7th _____
38. Thurs. _____
39. Wed. _____
40. NBC _____
41. NY _____
42. CA _____
43. IL _____
44. WA _____
45. CT _____
46. OH _____
47. MI _____
48. TN _____

COMPLETE THE ANALOGIES

24. ANALOGIES

Analogies are used for teaching and testing. The key is to determine the relationship between two words; then find other pairs of words that have a similar relationship. To interpret the notation used below, say "*in* is to *out* as *hot* is to ____." Since the relationship is one of opposites, the answer is *cold*. Other relationships used in analogies are: synonyms, object-to-action (ear : hear :: mouth : speak), action-to-object (hear : ear :: talk : mouth), part-whole, purpose (chair : sit :: bed : sleep), cause and effect, numerical (5 : 10 :: 3 : 6), sequence, degree (pretty : beautiful :: warm : hot), characteristics (snow : cold :: sun : hot), grammatical (she : her :: he : him), place (bear : den :: bee : hive), and association (soap : clean :: mud : dirty).

in : out :: hot :	win : lose :: stop :
mother : aunt :: father :	try : attempt :: avoid :
ear : hear :: mouth :	minute : hour :: day :
dog : barks :: bird :	help : aid :: gentle :
one : two :: three :	paw : dog :: fin :
she : her :: he :	kettle : soup :: griddle :
snow : cold :: sun :	moon : earth :: earth :
finger : hand :: toe :	tree : lumber :: wheat :
brother : boy :: sister :	library : books :: cupboard :
bear : den :: bee :	three : six :: four :
girl : mother :: boy :	princess : queen :: prince :
left : right :: top :	story : read :: song :
car : driver :: plane :	length : weight :: inches :
bird : sky :: fish :	one : three :: single :
rich : wealth :: sick :	blind : deaf :: see :
green : color :: cinnamon :	pen : write :: broom :
coffee : drink :: hamburger :	wrist : hand :: ankle :
arrow : bow :: bullet :	water : ship :: air :
ceiling : room :: lid :	engine : go :: brake :
page : book :: Ohio :	glass : break :: paper :
small : tiny :: large :	soap : clean :: mud :
glove : hand :: boot :	book : character :: recipe :
swim : pool :: jog :	silk : smooth :: sandpaper :
easy : simple :: hard :	sing : pleased :: shout :
breakfast : lunch :: morning :	much : little :: early :
blue : color :: round :	penny : dollar :: foot :
meat : beef :: fruit :	runner : sled :: wheel :
date : calendar :: time :	cabin : build :: well :
cells : skin :: bricks :	temperature : humidity :: thermometer :

Analogies

Language Objective
Complete and explain analogies.

An analogy is a comparison between two sets of words. Look at the example below. Which word completes the second set of words in a way that matches the first set of words?

hot : cold :: wet : _____ (You say: "Hot is to cold as wet is to _____.")
water dry swim warm

Clue: Put the first two words into a sentence that shows how those words fit together. "The opposite of hot is cold." Then substitute the second set of words into the same sentence: "The opposite of wet is _____."

Now complete each of the following analogies. Circle your answers.

- nickel : five :: dime : _____
money ten dollar one
- puppy : dog :: colt : _____
kitten horse calf tiger
- green : grass :: white : _____
snow winter tree black
- twelve : dozen :: two : _____
doesn't eggs pair eyes
- hot : melt :: cold : _____
break winter heat freeze
- Thanksgiving : Thursday :: Easter : _____
spring Sunday vacation April
- write : written :: swim : _____
wrote swam swum swimming
- four : even :: seven : _____
nine eleven odd number
- thief : robber :: murderer : _____
killer crime steal gun
- author : book :: painter : _____
museum artist brushes picture
- mouse : mice :: tooth : _____
mouth teeth bite tithe
- question : answer :: ask : _____
reply sentence want period
- "post" : after :: "pre" : _____
soon preview before again
- watch : wrist :: ring : _____
look finger hand bell
- soldier : army :: player : _____
war team game score
- states : country :: teams : _____
league sports athletes Olympics
- play : acts :: book : _____
pretends fiction words chapters



SKILL OBJECTIVES: Classifying words; reasoning logically; discovering relationships; building vocabulary. Discuss the concept of an analogy. Emphasize that the first two words may be related in any one of a number of different ways, and that the second two words must have the same relationship to each other as the first two. Go over the example and the clue; be sure students understand the idea. Do the first four items orally; have students name the relationship each time. Then assign as independent written work. Extension Activity: Have students write five analogies of their own.

ANSWER KEY

LESSON 7 Mahatma Gandhi: The Peaceful Way

A. Finding the Main Idea

1. B 2. M 3. N

B. Recalling Facts

1. a 2. c 3. c 4. a 5. b

C. Making Inferences

1. C 2. F 3. C 4. C 5. C

D. Using Words Precisely

1. a. O b. C c. no label 4. a. C b. O c. no label
2. a. C b. O c. no label 5. a. O b. no label c. C
3. a. no label b. O c. C

Author's Approach

1. b 2. c 3. c 4. a

Summarizing and Paraphrasing

1. Sample answer: At the end of his march, Gandhi gathered some salt. Although he was eventually arrested, his action inspired other Indians to protest British rule.
2. a, c, b
3. a

Critical Thinking

1. b
2. 1st row: b; 2nd row: c; 3rd row: a
3. C No R
4. paragraphs 2, 9, 10

ANSWER KEY

□ EXERCISE 27, p. 340. Capitalization. (Chart 11-10)

ANSWERS: 2. Do you know **Richard Smith**? **He** is a professor at this university.
 3. I know that **Professor Smith** teaches at the **University of Arizona**. 4. The **Nile River** flows into the **Mediterranean Sea**. 5. **John** is a **Catholic**. **Ali** is a **Moslem**. 6. **Anna** speaks **French**. **She** studied in **France** for two years. 7. (no change) 8. I'm taking **Modern European History 101** this semester. 9. We went to **Vancouver, British Columbia**, for our vacation last summer. 10. **Venezuela** is a **Spanish-speaking country**. 11. **Canada** is in **North America**. 12. **Canada** is north of the **United States**. 13. (no change) 14. The **Mississippi River** flows south. 15. The **Amazon** is a river in **South America**. 16. We went to **Brookfield Zoo** in **Chicago**. 17. The title of this book is **Fundamentals of English Grammar**. 18. I enjoy studying **English grammar**. 19. On **Valentine's Day** (**February 14**), **sweethearts** give each other presents. 20. I read a book entitled *The Cat and the Mouse in My Aunt's House*.

□ EXERCISE 28, p. 341. Capitalization. (Chart 11-10)

ANSWERS: (1) **Jane Goodall** is ... in **Tanzania**. (2) ... heart of **London, England**, as ... books were *The Jungle Book*, by **Rudyard Kipling**, and books about **Tarzan**, a fictional ... (3) ... go to **Africa** ... and **English literature** ... poets was **T. S. Eliot** ... passage to **Africa**. (4) ... the **Red Sea** and southward down the **African coast** to **Mombasa** in **Kenya** ... in **Nairobi** with a **British company** ... she met **Louis Leakey**, a famous ... shore of **Lake Tanganyika**. (5) **Jane Goodall** lived ... (6) ... **Jane** couldn't afford ... a **Ph.D.** from **Cambridge University** and became a professor at **Stanford University** ... of them is *My Friends, the Wild Chimpanzees*.

□ EXERCISE 29, p. 342. Error analysis. (Chapter 11)

ANSWERS: 2. There is a lot of **information** in that book. 3. ~~The~~ **Oil** is a natural resource. 4. ... there ~~was~~ too **much traffic**. 5. I drank two **glasses of water**. 6. Our teacher gives us too **much homework**. 7. **Nadia** knows a lot of **vocabulary**. 8. I had ~~an~~ **egg** for breakfast. 9. There ~~are~~ many **kinds** of trees in the world. 10. I'm studying ~~the~~ **English**. 11. My cousin ~~is~~ **living/lives** in ~~the~~ **United States**. 12. Only twelve **students** were in class yesterday. 13. I need some **advice**. 14. We all have a few **problems** in ~~the~~ **life**. 15. There were no **jobs**, and ... much **money**. 16. ... animals except for **chickens**. 17. When I ~~was~~ a **child**, ... with ~~the~~ **horses**. 18. I live with two **friends**. One is from ~~the~~ **Chile** ... from ~~the~~ **Saudi Arabia**. 19. I think ~~the~~ **English** is a difficult language. 20. When people use a lot of **slang**, I can't understand them.

ANSWER KEY

◇ PRACTICE 25, p. 238.

1. I'm taking **Biology** 101 this semester.
2. I'm taking **history**, **biology**, **English**, and **calculus** this semester.
3. Some lab classes meet on **Saturday**.
4. Marta lives on a busy street. Marta lives at 2358 **Olive Street**.
5. We went to **Canada** last summer. We went to **Montreal** in **July**.
6. My roommate likes **Vietnamese** food, and I like **Thai** food.

7. The religion of **Saudi Arabia** is **Islam**.
8. Shelia works for the **Xerox Corporation**. It is a very large corporation.
9. Pedro is from **Latin America**.
10. My uncle lives in **St. Louis**. I'm going to visit **Uncle Bill** next spring.
11. We went to a park. We went to **Waterfall Park**.
12. Are you going to the **University of Oregon** or **Oregon State University**?
13. Alice goes to a university in **Oregon**.
14. The next assignment in literature class is to read **The Adventures of Tom Sawyer**.
15. ... In **France**, they call it "**Bastille Day**."

◇ PRACTICE 26, p. 238.

1. Do you know **Robert Jones**?
2. (no change)
3. I like **Uncle Joe** and **Aunt Sara**.
4. (no change)
5. **Susan W. Miller** is a professor.
6. I am in **Prof. Miller's** class.
7. The weather is cold in **January**.
8. (no change)
9. I have three classes on **Monday**.
10. I would like to visit **Los Angeles**.
11. It's the largest city in **California**.
12. (no change)
13. There are fifty states in the **United States of America**.
14. (no change)
15. Today we can fly across the **Atlantic Ocean** in hours.
16. (no change)
17. Mark lives on **Market Street** near **Washington High School**.
18. (no change)
19. Our family stayed at the **Hilton Hotel** in **Bangkok**.
20. Yoko is **Japanese**, but she can also speak **German**.

◇ PRACTICE 27, p. 239.

1. The mail carrier brought only one **letter** today.
2. Mr. Dale gave his class a long history assignment for the weekend.
3. Tariq speaks several **languages**, including **Arabic** and **Spanish**.
4. Dr. Kim gives all her patients a toothbrush (OR **toothbrushes**) and toothpaste at their dental appointments.
5. I usually have a glass of water with my lunch.
6. A helpful policeman gave us ~~an~~ information about the city.
7. This cookie recipe calls for two **cups** of **nuts**.
8. **Many vegetables** are believed to have cancer-fighting ingredients.
9. Only applicants with the necessary experiences should apply for the computer position.
10. When Vicki likes a movie, she sees it several times.
11. A popular children's story is ***Snow White and the Seven Dwarfs***.
12. Is it possible to stop all violence in the world?

ANSWER KEY

WHAT'S WRONG WITH THIS PICTURE? (page 158)

- a. The car has a foot (instead of a tire).
- b. A dog is in the tree.
- c. The dog is afraid of the cat.
- d. The cat is saying "woof woof" (instead of "meow").
- e. A flower is growing in the street.
- f. There are two different kinds of flowers on one plant.
- g. The flag is backwards.
- h. The girl has one long sleeve and one short sleeve.
- i. The girl has one long sock and one short sock.
- j. The girl has two different shoes.
- k. The door is high up and the windows are low.
- l. The chimney is on the ground (instead of on the roof).
- m. There is a fish in the car.

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EDUCATION LAW CLASSES

SPANISH AS A SECOND LANGUAGE

TEACHER TRAINING SERVICES

TEACHER INTERNSHIP SUPERVISION

COLLEGE LEVEL ESL 1-7

BEGINNING, INTERMEDIATE, AND ADVANCED ESL

GED TEST PREPARATION

CITIZENSHIP CLASSES

RESUME WRITING

JOB READINESS TRAINING

COLLEGE AND HIGH SCHOOL READING

COLLEGE AND HIGH SCHOOL WRITING

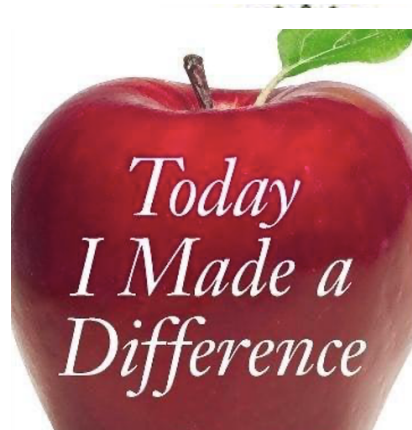
ENGLISH

TEST TAKING SKILLS

U.S. HISTORY AND GOVERNMENT



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This education packet is a volunteer fair use ESL instructional modality. It is posted to encourage ESL teacher instructional planning creativity. This is a sample ESL high interest, multicultural, vocabulary, discourse, and reading comprehension builder lesson, coupled with effective grammar exercises. Above all, the course design is crafted to address the multilevel linguistic needs of ESL students with limited vocabulary and grasp of English concepts. The language mistakes made are usually not those of a native speaker of English, but of someone experiencing a great deal of interference from another language system. Consequently, the instructional program is modified to meet the language interference needs of ESL students via appropriate ESL curriculum. The instructional strategies are focused on developing linguistic competence that overcomes another language interference, as opposed to native English remediation.





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THE END!